DOCUMENT RESUME

ED 167 327 RC 011 220

AUTHOR Davis, Benjamin G.
TITLE Evaluation Analysis Report for the Arizona Migrant Child Education Program 1977-1978.
INSTITUTION Lewis (D. A.) Associates, Inc., Clinton, Md.
SPONS AGENCY Arizona State Dept. of Education, Phoenix.; Bureau of Elementary and Secondary Education (DHEW/CE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Nov 78
NOTE 83p.; Related document is ED 147 057

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Achievement Gains; Ancillary Services; Comparative Analysis; Demonstration Projects; *Educational Assessment; Elementary Secondary Education; Enrollment; Information Dissemination; *Migrant Education; Parent Participation; *Program Content; Program Coordination; Program Validation; Special Services; Staff Improvement; *State Programs; *Summer Programs; Workshops
IDENTIFIERS *Arizona

ABSTRACT

During the 1977-78 school year the Arizona Migrant Child Education Program served over 8,000 migrant students, 80% of which were in grades 1 through 8. Academic, health and nutritional services were among those provided with academic services featuring special instruction in reading skills, oral language and computational skill development. During the regular school year the program employed 355 full time staff; 368 were employed during the summer session. Training activities were provided at all levels of program operation to all types of staff persons. Activities included 368 instructional services workshops and 124 Migrant Student Record Transfer System workshops. In addition to discussing the students served, services provided, and staff involved, this document describes the program coordination, parental involvement, and information dissemination to parents, school personnel, the community, the State Department of Education, and other agencies. It lists exemplary project features, assesses quantitative and qualitative program impacts, and makes program comparisons. Also included are the Arizona Migrant Child Education Laboratory final report and the Migrant Child Teacher and Teacher Aide Institute's report. Also given are recommendations for improving the program, i.e., continued emphasis on parental involvement, development of a secondary student credit exchange, and increased recruitment of preschool, kindergarten and secondary students. (DS)

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EVALUATION ANALYSIS REPORT FOR THE ARIZONA MIGRANT CHILD EDUCATION PROGRAM 1977–1978

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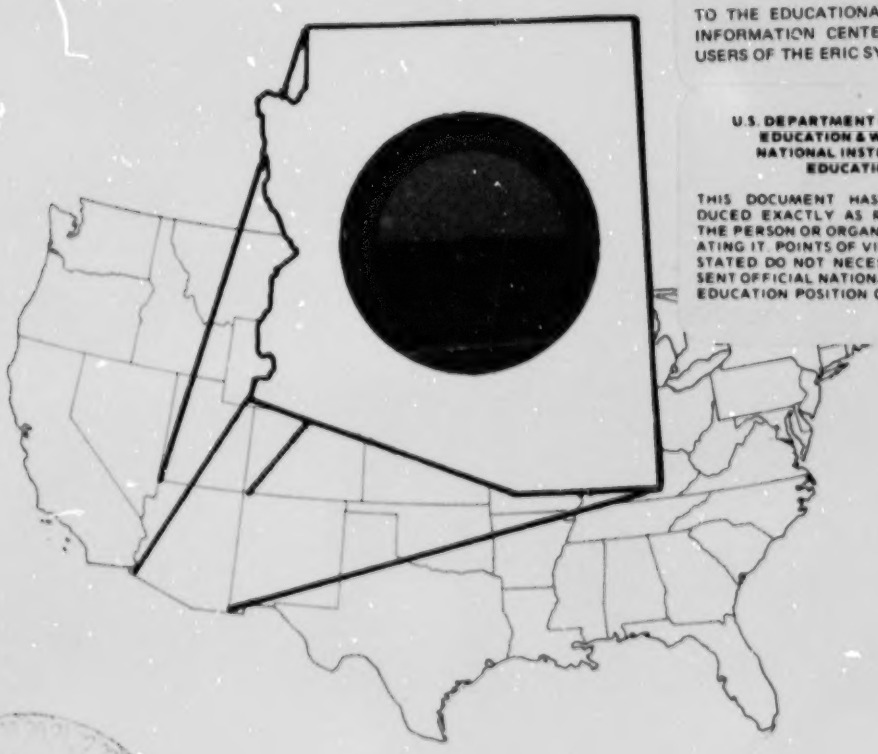

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TITLE I - MIGRANT
P.L. 89-10 AS AMENDED BY
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TABLE OF CONTENTS

		Page
	FOREWORD	
	RECOMMENDATIONS	
CHAPTER I	PARTICIPATION - NUMBER AND SERVICES PROVIDED	1
	Introduction	1
	Students Participating	1
	Services Provided	5
CHAPTER II	STAFF - TYPES AND TRAINING RECEIVED	9
	Staff Types Employed	9
	Staff Training	11
CHAPTER III	PROGRAM COORDINATION	20
CHAPTER IV	PARENTAL INVOLVEMENT	24
CHAPTER V	DISSEMINATION	29
CHAPTER VI	EXEMPLARY PROJECT FEATURES	36
	Antelope Union High School	37
	Dysart Elementary School	38
	Eloy Elementary School	39
	Gadsden Elementary School	40
	Maricopa Special Services Consortium	41
	Somerton Elementary School District	42
	Dora Elena McGrew - Educator of the Month	43
CHAPTER VII	PROGRAM IMPACTS - QUANTITATIVE AND QUALITATIVE	45
	Quantitative Impacts	46
	Qualitative Impacts	48
CHAPTER VIII	PROGRAM COMPARISONS	56
CHAPTER IX	ARIZONA MIGRANT CHILD EDUCATION LABORATORY (AMCEL) FINAL REPORT	61
CHAPTER X	MIGRANT CHILD TEACHER AND TEACHER AIDE INSTITUTES REPORT	66

LIST OF FIGURES

Figure	Title	Page
1	Number and Type of Migratory Children Served Regular School Year 1977-1978	2
2	Status of Migrant Students Served	3
3	Number and Type of Migratory Children Served Summer Session 1978	4
4	Services Provided to Migrant Pupils Regular School Year 1977-1978 & Summer Term 1978	6
5	Number and Type of Staff Employed Regular School Year 1977-1978 & Summer 1978	10
6	Local Staff Training Activities Summary	11
7	Locally Conducted Staff Training Activities	12
8	Instructional Services Workshop Summary Regular School Year 1977-1978	14
9	Instructional Services Workshop Summary Summer Session - 1978	15
10	MSRTS Workshop Summary Regular School Year 1977-1978	16
11	MSRTS Workshop Summary Summer Session-1978	17
12	Interprogram Coordination Regular School Year - 1977-1978	20
13	Interstate Cooperation	22
14	Parent Advisory Committee (PAC) Activity Regular School Year 1977-1978	24
15	Parental Involvement in Project Planning	25
16	Parental Involvement in Project Operations	26
17	Parental Involvement in Project Evaluation	26
18	Major Dissemination Methods Utilized to Reach Parents	30
19	Major Dissemination Methods Utilized to Reach the General Community	30
20	Major Dissemination Methods Utilized to Reach School Personnel	31
21	Major Dissemination Methods Utilized to Reach the Arizona Department of Education	31
22	Major Dissemination Methods Utilized to Reach Other Agencies	32
23	Film Dissemination	34
24	Exemplary Project Features (Number of Projects with Identified Exemplary Features)	36
25	Migrant Student Graduates Regular School Year - 1977-1978	47
26	Conditions Affecting Achievement of Objectives (Number of Projects)	49

LIST OF FIGURES (Cont.)

Figure	Title	Page
27	Migrant Student Achievement in Language Arts (Elementary Students - Regular School Year - 1977-1978)	50
28	Migrant Student Achievement in Reading (Elementary Students - Regular School Year - 1977-1978)	51
29	Migrant Student Achievement in Mathematics (Elementary Students - Regular School Year - 1977-1978)	52
30	Migrant Student Achievement in Language Arts (High School Students - Regular School Year - 1977-1978)	52
31	Migrant Student Achievement in Reading (High School Students - Regular School Year - 1977-1978)	53
32	Migrant Student Achievement in Mathematics (High School Students - Regular School Year - 1977-1978)	53
33	Migrant Student Oral Language Proficiency Regular School Year - 1977-1978	55
34	Program Enrollment - Regular School Year	56
35	Program Enrollment - Summer Session	57
36	Academic Services Provided - Regular School Year	58
37	Health Services - Regular School Year	59
38	Migrant Student Graduates	60
39	Services Provided and Districts Served by AMCEL	65
40	Teacher Evaluation of Workshop Content	68
41	Teacher Aide Evaluation of Workshop Content	69
42	Teacher Self-Rating of Knowledge and Skills Before and After Institute	69

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FOREWORD

In its decade of service to migrant students, the Arizona Migrant Child Education Program has recorded significant achievements. We have grown both in size and in our ability to have a positive impact on the education of migrant students. We are not content to rest on our past achievements, however, but continue to strive to improve. With the assistance of many people at the local and state levels, it will be possible to continue to help Arizona's migrant students to become all they are capable of becoming.

This report documents the activities of the Program for the regular school year 1977-1978 and the summer 1978 session. Information is presented on the students served, the services provided, and the staff involved. This information will allow all interested persons to become more aware of the goals, objectives, and accomplishments of the Program and to provide knowledgeable input that will help us to better serve our students.

J. O. Maynes, Jr.

J. O. "Rocky" Maynes, Jr., Ph.D.
Director
Migrant Child Education

RECOMMENDATIONS

PARENTAL INVOLVEMENT

The importance of parental involvement for the success of migrant students and migrant projects cannot be minimized. While the level of parental involvement has increased over the past two years, it is essential that continued emphasis be placed on this program component. It is recommended that the State Department of Education direct the establishment of separate Migrant Parent Advisory Councils at each project and an overall State Migrant Parent Advisory Council.

SECONDARY STUDENT CREDIT EXCHANGE

During the 1977-1978 school year, secondary student enrollment increased in the Arizona Migrant Child Education Program. If secondary students are to receive full benefit from their education, it is essential that a Credit Exchange Program be developed on an intra- and an inter-state basis. Unless this is done, many students will be precluded from graduating because of mobility.

STUDENT TESTING

It is again recommended that the State Program encourage local projects to use a limited number of tests in evaluating student performance. Only when this is done will it be possible to make inter-project comparisons within the State. These results should be reported separately for mobile migrant and settled-out migrant students and the test reporting form utilized during the past year should be revised to allow a more complete reporting of information.

STAFF TRAINING

During the past year, there was an increased use of Arizona Migrant Child Education Laboratory (AMCEL) consultants but a decrease in the usage of the Consultant Cadre. Local projects should be encouraged by the State to utilize this readily available resource with specific information disseminated to local projects about the types of workshops and consulting available.

STAFFING

Due to the increased efforts required at the State level in the areas of parental involvement, Secondary Student Credit Exchange, and preschool migrant programs, one additional program specialist should be added to the State staff.

HEALTH SERVICES

With the enrollment of preschool students in migrant programs during the coming year, it is essential that the health component of the Arizona Migrant Child Education Program be expanded. All newly identified and recruited students should receive health screenings and follow-up services where remediation is required.

IDENTIFICATION AND RECRUITMENT

Special emphasis should be placed on the identification and recruitment of preschool, kindergarten, and secondary students. The provision of services at early ages serves to better prepare students for their school experiences to follow and assisting secondary students allows them to better enter the world of work

CHAPTER I

PARTICIPATION - NUMBER AND SERVICES PROVIDED

Introduction

Since its inception in 1966, the Arizona Migrant Child Education Program has grown from $200,000 to $3,500,000. These funds are provided under Title I of the Elementary and Secondary Education Act of 1965, as amended, which is designed to assist State Departments of Education in establishing programs to meet the special educational needs of migratory children of migratory agricultural workers and migratory fishermen. Along with increases in the level of funding for the program, there has been a dramatic increase in the number of students served. Growing from a few hundred in the first year, the program now serves approximately 10,000 students during the regular school year and summer terms. For the 1977-1978 school year, there were 32 academic year projects and 21 summer term projects. With a state-wide emphasis of meeting the individual needs of each migrant student, the level of participation in the program is great and the range of services provided is extensive.

Students Participating

During the 1977-1978 regular school year, over 8,000 migrant students were served by the Arizona Migrant Child Education Program as may be seen in Figure 1. As with previous

FIGURE 1

NUMBER AND TYPE OF MIGRATORY CHILDREN SERVED
REGULAR SCHOOL YEAR 1977 - 1978

TYPE OF MIGRANT STUDENT	EDUCATIONAL LEVEL			TOTAL
	KINDERGARTEN	ELEMENTARY	SECONDARY	
INTERSTATE	338	2,937	239	3,514
INTRASTATE	211	1,356	213	1,780
FORMER (5 YEAR)	143	2,206	494	2,843
TOTALS	692	6,499	946	8,137

years, the majority of students served are in the elementary grades. During this past year, almost 80% of all students served during the regular school year were in grades 1 through 8. At the same time, approximately 12% were students at the secondary level.

The program is empowered to serve three types of migrant students:

- Interstate Migrant Students — Interstate migrant students are those who travel with their parents across state lines to work in agriculture or fishing industries.

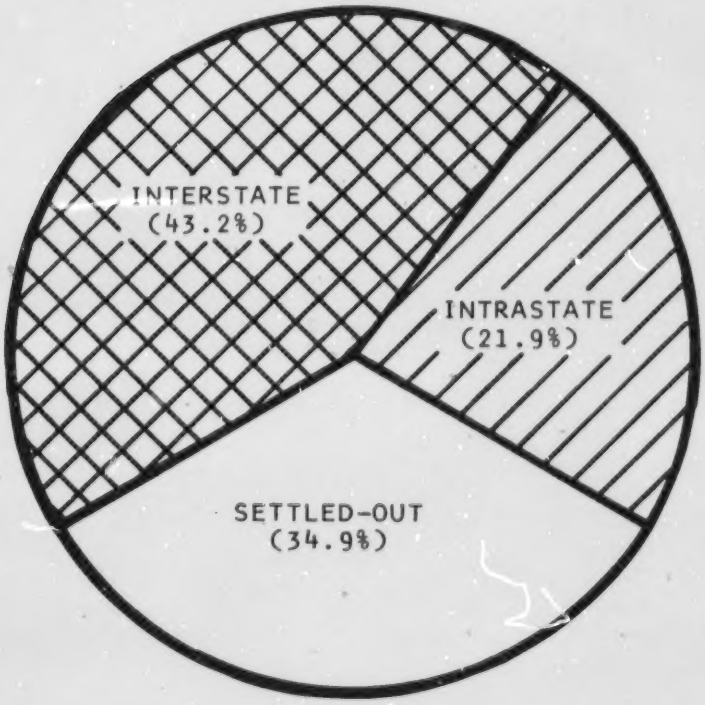
- Intrastate Migrant Students — Intrastate migrant students are students who travel with their parents within the boundaries of a single state while the parents work in agriculture or fishing.

• Formerly Migrant Students — Because of an awareness of the pervasive and long-lasting affects of the migratory lifestyle on children, the Congress has authorized state programs to serve students for a period of five years after their migration has ceased. The "settled-out" migrant students reside in a given community throughout the year and, thus, participate in the program for the full eight months.

As is documented in Figure 1 and is shown graphically in Figure 2, active migrant students (interstate and intrastate)

FIGURE 2

STATUS OF MIGRANT STUDENTS SERVED



comprise over 65% of all students served in the Arizona Migrant Child Education Program during the regular school year 1977-1978. These figures change somewhat when summer session enrollment is reviewed. During this period of time, many of Arizona's migrant families are in other states, raising the percentage of formerly migrant students in the program to 41.6%. In the same table that presents this information, Figure 3, it may be seen that an even greater percentage of

FIGURE 3

NUMBER AND TYPE OF MIGRATORY CHILDREN SERVED
SUMMER SESSION 1978

TYPE OF MIGRATORY STUDENT	EDUCATIONAL LEVEL			TOTAL
	KINDERGARTEN	ELEMENTARY	SECONDARY	
INTERSTATE	96	550	37	683
INTRASTATE	68	334	5	407
FORMER (5 YEAR)	58	679	40	777
TOTAL	222	1,563	82	1,867

students in the summer session are in the elementary grades than is true in the regular school year. Finally, while the absolute number of secondary students served during the summer session is low, it is important to be aware that this is almost a four-fold increase over the previous year, indicating that the services available to these students have become more

attractive, especially relative to the other alternatives available.

Services Provided

The purpose of the Migrant Education Program is not just to count students but to provide a comprehensive package of services based on individual student needs. Thus, a comprehensive package of services has been provided by the program. Among the services made available to migrant students are academic, health, and nutritional services. The number of students which received each of these services is shown in Figure 4. In the area of academic services, approximately 60% of regular school year students and 85% of summer term students received special instruction provided by the Migrant Education Program in developing their reading skills. Oral language and computational skill development is also provided to a significant portion of the migrant student population during both the regular school year and summer sessions. Finally, there are a number of other academic services provided to migrant students across the state. One example of this is the two special projects emphasizing environmental careers. In an effort to help migrant students better understand the environment and respect its fragility, a number of Arizona migrant students participated in these two special projects, one each at Gadsden School District No. 32 and Somerton School District No. 11.

FIGURE 4

SERVICES PROVIDED TO MIGRANT PUPILS
REGULAR SCHOOL YEAR 1977 - 1978 & SUMMER TERM 1978

	PUPILS SERVED	
	REGULAR YEAR	SUMMER TERM
ACADEMIC SERVICES		
ORAL LANGUAGE	3,307	990
COMMUNICATION SKILLS	703	81
READING SKILLS	4,856	1,589
COMPUTATIONAL SKILLS	1,893	1,019
OTHER	852	324
HEALTH SERVICES		
EXAMINATION AND SCREENING		
PHYSICAL	2,263	488
DENTAL	3,320	588
VISUAL	5,440	348
AUDIO	4,590	377
OTHER	2,367	523
FOLLOW-UP SERVICES		
PHYSICAL	302	38
DENTAL	1,469	212
VISUAL	360	21
AUDIO	99	5
OTHER	445	185
NUTRITIONAL SERVICES		
FREE LUNCH	5,445	1,782
REDUCED-PRICE LUNCH	210	3
BREAKFAST	1,415	1,436
MORNING SNACK	279	293

With 243 migrant seventh and eighth grade students enrolled, the programs demonstrated how schools are able to integrate career education into ongoing programs for migrant students. In these programs, a coordinated approach was taken between such diverse subject areas as science, language arts, and mathematics, to help provide migrant students with a better view of the career options potentially available to them.

Where student academic performance is hindered because of health problems, the Migrant Education Program is permitted to provide the necessary services. This has long been a significant concern of the Arizona Migrant Education Program, and all students served by the program receive examinations and screenings in accordance with medically-recommended intervals. In all, over 20,000 screening examinations were provided during the regular school year and summer term. During the regular school year, over two-thirds of all students received a visual screening and over 56% received hearing tests. Where medical deficiencies were identified, students were provided with follow-up services. In all, approximately 15% of student screenings resulted in a referral for additional assistance. The major area requiring follow-up treatment was dental with over 44% of all those students who were screened requiring dental work.

One additional health benefit provided for migrant students is that of accident insurance. Accident insurance for Arizona students enrolled in the migrant program was provided for the first time in the 1973-1974 school year. In the first

two years, the program was a school-time plan which was converted to a full-time plan in 1975. Since then, every migrant child enrolled in the Migrant Student Record Transfer System (MSRTS) is covered the entire year, including summer, 24 hours a day, seven days per week, at school and away from school, as long as he or she is in Arizona. A state-wide insurance workshop was held in September for nurses, record transfer clerks, project coordinators, and other personnel involved in handling the insurance program. Wallet-sized identification cards were provided for each child and a booklet explaining the plan in simple terms was prepared in both English and Spanish and distributed to all migrant parents.

The last major area of services provided to migrant students who were participating in the Arizona Migrant Child Education Program is that of nutritional services. During the regular school year, free lunch is provided to over two-thirds of the migrant students participating in the program. During the summer session, however, over 95% of the students received free lunches. Similarly, the percentage of migrant students receiving breakfast was significantly greater during the summer term than during the regular school year.

CHAPTER II

STAFF - TYPES AND TRAINING RECEIVED

Staff Types Employed

The Arizona Migrant Child Education Program has been designed to be supplementary to the ongoing programs in operation in the school district. During the regular school year, students are provided with a package of services which is an adjunct to their normal learning experiences. During the summer, however, the Migrant Education Program is called upon to provide the complete education for the students enrolled. The result of this is that there is a significantly different composition to the types of staff persons employed in the summer as opposed to the regular school year. As may be seen in Figure 5, during the regular school year, the majority of staff persons employed work with the direct provision of academic services to students. In all, instructional aides, certified tutors, reading specialists, and mathematics specialists constitute over 65% of the staff. During the summer, however, this proportion is significantly lower with 38% of the staff persons employed falling in these four categories. On the other hand, operational personnel (cooks, cafeteria personnel, bus drivers, and maintenance persons), which are only 1% of total staff during regular school year, increase to 26% during the summer session.

FIGURE 5

NUMBER AND TYPE OF STAFF EMPLOYED
REGULAR SCHOOL YEAR - 1977-1978 & SUMMER 1978

STAFF TYPE	NUMBER OF STAFF EMPLOYED (FULL-TIME EQUIVALENT)	
	REGULAR SCHOOL YEAR	SUMMER
INSTRUCTIONAL AIDE	203.0	93.3
STUDENT RECORD CLERK	35.0	17.8
HEALTH AIDE	21.0	6.0
PROJECT COORDINATOR	19.5	18.0
HOME-SCHOOL LIAISON	15.0	9.0
CERTIFIED TUTOR	13.0	32.5
READING SPECIALIST	12.5	12.0
SECRETARIAL SUPPORT	5.0	7.5
MATHEMATICS SPECIALIST	4.0	2.0
BOOKKEEPING SUPPORT	3.0	2.5
COOK	3.0	32.0
NURSE	2.0	12.0
CAFETERIA PERSONNEL	1.0	17.0
COUNSELOR	1.0	1.0
BUS DRIVER	—	37.0
MAINTENANCE	—	9.5
ALL OTHER	17.0	59.0
TOTAL	355.0	368.1

Although the composition of migrant staff is relatively the same as that in previous years, there was a change worth noting in the number of staff employed. In summarizing the staff data for the 1977-1978 school year, it was learned that the number of staff persons employed decreased in both the regular year and summer sessions. While the decrease would be expected in regular year staff given that there was a decrease in student enrollment, it is significant that the number of summer session staff persons decreased by over 11% even though summer session enrollment increased by 8%.

Staff Training

One of the more important components of the Arizona Migrant Child Education Program is that of staff training. Training activities are provided at all levels of program operation and for all types of staff persons who work with migrant students. A summary of training activities provided at the local project level is presented in Figures 6 and 7. As may be seen, there

FIGURE 6

LOCAL STAFF TRAINING ACTIVITIES SUMMARY

TYPE OF TRAINING ACTIVITY	REGULAR SCHOOL YEAR	SUMMER SESSION
INSTRUCTIONAL SERVICES WORKSHOP	208	25
MSRTS WORKSHOP	63	9
OTHER WORKSHOP	25	—
TOTAL	296	34

FIGURE 7

LOCALLY CONDUCTED STAFF TRAINING ACTIVITIES

	NUMBER OF INSERVICE ACTIVITIES	PROJECTS UTILIZING INDICATED LEADERSHIP		
		SCHOOL DISTRICT PERSONNEL	OUTSIDE CONSULTANTS	OTHER
REGULAR SCHOOL YEAR	296	31	28	2
SUMMER SESSION	34	16	5	—

were 330 in-service training activities provided during both the regular school year and summer session. Of this, over two-thirds were instructional services workshops with the remainder being MSRTS workshops and other workshops (e.g., recruitment and health). In providing these training activities, local projects relied on trainers drawn from both inside and outside the project. While the majority of projects utilized personnel drawn from the local school district as trainers, it is significant to note that a number of projects utilized outside consultants drawn from the Arizona Consultant Cadre and other sources.

Because the major emphasis of the program is academic improvement for migrant students, much attention has been paid to helping teachers to better meet the individual needs of the students they serve. As a result, there was a significant amount of effort placed on providing administrators, teachers, and aides with instructional services workshops throughout both the regular

school year and the summer session. Figures 8 and 9 document the effort that was put forth. As may be seen, there was a total of 368 instructional services workshops conducted throughout the year. These workshops had almost 2,700 participant contacts with a major emphasis going towards providing teachers with the special skills and information required to serve the population. While the largest percentage of workshops was provided by local projects, it is significant that 135 were conducted either at a state, regional, or national level.

A second major area of emphasis for staff training was Migrant Student Record Transfer System (MSRTS). The MSRTS is a nationwide information system designed to facilitate the collection and distribution of the school records of migrant children. The system links the states into a network through which records on a child's academic and health history may be quickly transferred from one school to another following the movement of the migrant family. In helping staff persons to better utilize this system, a total of 124 MSRTS workshops was conducted in 1977-1978. There were over 200 trainee contacts at these workshops with record transfer clerks being the predominant group in attendance. A summary of information on MSRTS workshops may be seen in Figures 10 and 11. In addition to these MSRTS workshops, there was a series of 25 separate workshops designed to assist terminal operators in improving the transfer of information. These workshops were designed to help record transfer clerks, nurses, terminal operators, and others to better understand how to maximize the benefits that the MSRTS has to offer.

FIGURE 8

INSTRUCTIONAL SERVICES WORKSHOP SUMMARY
REGULAR SCHOOL YEAR 1977-1978

TYPE OF WORKSHOP	NUMBER CONDUCTED	NUMBER OF PARTICIPANT CONTACTS			
		TOTAL	ADMINIS-TRATORS	TEACHERS	AIDES
LOCAL WORKSHOPS	208	2,062	129	1,152	781
STATEWIDE WORKSHOPS	89	273	42	92	139
REGIONAL/NATIONAL WORKSHOPS	35	80	23	32	25
TOTAL	332	2,415	194	1,276	945

FIGURE 9

INSTRUCTIONAL SERVICES WORKSHOP SUMMARY
SUMMER SESSION - 1978

TYPE OF WORKSHOP	NUMBER CONDUCTED	NUMBER OF PARTICIPANT CONTACTS			
		TOTAL	ADMINIS-TRATORS	TEACHERS	AIDES
LOCAL WORKSHOPS	25	222	14	100	108
STATEWIDE WORKSHOPS	9	46	—	7	39
REGIONAL/NATIONAL WORKSHOPS	2	4	3	1	—
TOTAL	36	272	17	108	147

FIGURE 10

MSRTS WORKSHOP SUMMARY
REGULAR SCHOOL YEAR 1977-1978

TYPE OF WORKSHOP	NUMBER CONDUCTED	NUMBER OF TRAINEE CONTACTS					
		TOTAL	RECORD TRANSFER CLERK	NURSE	HEALTH AIDE	LIAISON-RECRUITER	ADMINIS-TRATOR
LOCAL WORKSHOPS	63	101	50	11	13	9	18
STATEWIDE WORKSHOPS	39	77	38	13	8	5	13
REGIONAL/NATIONAL WORKSHOPS	10	22	12	1	2	4	3
TOTAL	112	200	100	25	23	18	34

16

FIGURE 11

MSRTS WORKSHOP SUMMARY
SUMMER SESSION - 1978

TYPE OF WORKSHOP	NUMBER CONDUCTED	NUMBER OF TRAINEE CONTACTS					
		TOTAL	RECORD TRANSFER CLERK	NURSE	HEALTH AIDE	LIAISON-RECRUITER	ADMINIS-TRATOR
LOCAL WORKSHOPS	9	14	3	1	4	—	6
STATEWIDE WORKSHOPS	3	5	2	1	1	—	1
TOTAL	12	19	5	2	5	—	7

17

Another training activity which occurred during the year was that of the Annual Migrant Child Education Teacher Exchange Program. During the 1977-1978 school year, nine teachers and a state staff consultant visited the state of Arkansas. The purpose of this was to perform on-site observations of exemplary migrant projects in an attempt to gain new insights and to share ideas and skills in migrant education. Five different projects were observed and written reports were prepared on each project by all participants. The compilation of these written reports will be published in the immediate future for nationwide distribution. In addition to visiting migrant projects, the group was able to take a guided tour of the data bank of the Migrant Student Record Transfer System in Little Rock.

In coordination with the Arizona classroom teachers and the Arizona Education Association, the Migrant Child Education Program conducted a series of special workshops to provide participants with a broad range of information on a variety of topics. The subject areas included in the workshops were:

- Legislation
- Mathematics
- Oral Language Arts (primary)
- Oral Language Arts (intermediate grades)
- Language Arts (junior high school and secondary school)
- Teaching Reading in the Content Area

The workshop presenters were drawn from teaching staffs in the state as well as the State Director, the National Director, and the Director of the Migrant Project of the NEA. Participant reaction to the workshops was overwhelmingly positive, with the majority indicating that the ideas presented would be utilized within their program within the immediate future.

CHAPTER III

PROGRAM COORDINATION

Because of the broad range of problems inherent in the migrant lifestyle, student needs are both intensive and extensive. If these are to be properly addressed, coordination must occur among all the various groups which presently serve migrant students. This cooperation must take place both at the local project level and on an interstate basis. Local project coordination is documented in Figure 12. As may be

FIGURE 12

INTERPROGRAM COORDINATION
REGULAR SCHOOL YEAR - 1977-1978

PROGRAM	NUMBER OF PROJECTS PARTICIPATING
NATIONAL SCHOOL LUNCH	31
ESEA TITLE I	29
COUNTY HEALTH PROGRAMS	28
CAREER EDUCATION	22
AMCEL	19
ESEA TITLE IV	17
MIGRANT OPPORTUNITY PROGRAM	16
BILINGUAL EDUCATION PROGRAM	16
ARIZONA DEPARTMENT OF HEALTH	15
COUNTY WELFARE PROGRAMS	15
LIONS CLUBS	15

seen in this table, local projects have indicated that there is a direct cooperative relationship between themselves and a variety of other local projects. As was true for the preceding two years, the three programs with which the greatest amount of coordination was undertaken were national school lunch, ESEA Title I, and county health programs. These three programs provide the basic cross-section of educational, nutritional, and health services that are so essential for migrant student development. The only significant variations in interprogram coordination in the past year as compared with the preceding year are that there has been an increased use of Arizona Migrant Child Education Laboratory (AMCEL) services and there has been a significant decrease in coordination with county welfare programs (decreasing from 26 last year to 15 this year).

Because of the organizational structure of the Arizona Migrant Child Education Program, intrastate cooperation has been assured through the use of state-wide and regional meetings, and efforts by state program staff, ideas, approaches, and information are transferred between projects within the state.

At the interstate level, there was an extensive amount of coordination that took place in the 1977-1978 school year. As is shown in Figure 13, over 65% of the local projects within Arizona participated in some way in an interstate exchange program. Among the approaches utilized were interstate conferences and institutes, the annual teacher exchange program, and direct information exchange. This high level of interstate cooperation

FIGURE 13

INTERSTATE COOPERATION

NUMBER OF PROJECTS PARTICIPATING	NUMBER OF PERSONNEL PARTICIPATING
21	50

was also displayed at the state level during the 1977-1978 school year. Among the methods utilized to assure the necessary cooperation were:

- Participation on the Education Commission of the States Task Force on Migrant Education in an attempt to effect legislation at the state and national levels.
- Participation in the National Diffusion Network to work toward the full implementation of a secondary student credit exchange program.
- The participation of the State Director on the MSRTS Committee, the Mathematics Skills Development Committee, and the National Oral Language Skills Committee. In the latter case, the State Director served as the chairperson for this group.
- Attendance at and participation in the Migrant Education Regulation Hearings held at San Jose and Indio, California.

- Membership in the Western States Coordinating Council for Migrant Education.
- Participation of the State Director, State staff, and consultants at the National meetings held in Silver Spring and Minneapolis. At both conferences, persons from the State made presentations to the National audience.
- Staff staff participation in the National Education Association Migrant Task Force. The State hosted the Task Force meeting during the past year.
- Participation of parents and staff in the National ESEA Title I Parents' Conference.

CHAPTER IV

PARENTAL INVOLVEMENT

Migrant education is a comprehensive program in contrast with most other supplementary education programs. Most other programs, such as bilingual education or career education, address a single area of student development. Migrant education, on the other hand, has been designed to assist migrant students and their families in increasing the opportunities available. This being the case, it is essential that migrant parents be intimately involved in the education process of their children. The Arizona Migrant Child Education Program has acted with increasing effectiveness over the past year in addressing this goal. One of the major ways in which parental involvement may occur at the local project level is through Parent Advisory Committees (PAC). As may be seen in Figure 14, 25 of the

FIGURE 14

PARENT ADVISORY COMMITTEE (PAC) ACTIVITY
REGULAR SCHOOL YEAR 1977-1978

	PROJECTS WITH PAC'S	NUMBER OF MIGRANT PARENTS ON PAC'S	NUMBER OF PAC MEETINGS HELD
STATE TOTAL	25	344	168

32 operating projects had active Parent Advisory Committees during the 1977-1978 school year. This is an effective increase in the number of projects with Parent Advisory Committees from 73.5% in 1976-1977 to 78.1% in the current year. In all, 344 migrant parents participated on the Parent Advisory Committees for an average of almost 14 parents per committee. Finally, during the past year, there were 168 PAC meetings held, an average of almost seven meetings per Parent Advisory Committee.

Not only is generalized participation of parents important to the project, specific activities must be encouraged in order to be certain that the projects are addressing the needs of migrant families as they perceive them. Thus, it is important that parents be involved in the planning, operation, and evaluation of ongoing migrant projects. Figures 15 through 17 document the level of involvement of parents in Arizona's

FIGURE 15

PARENTAL INVOLVEMENT IN PROJECT PLANNING

ACTIVITY	NUMBER OF PROJECTS UTILIZING PARENTS
PRESENTATION AND DISCUSSION OF STUDENT NEEDS TO PAC	30
PARENT OPINION SURVEY	19
OTHER	5

FIGURE 16

PARENTAL INVOLVEMENT IN PROJECT OPERATIONS

ACTIVITY	NUMBER OF PROJECTS UTILIZING PARENTS
ASSIST WITH MIGRANT ACTIVITIES OUTSIDE THE CLASSROOM	20
ASSIST IN CLASSROOM ACTIVITIES	15
PARENTS EMPLOYED IN LEA'S MIGRANT PROGRAM	9
ASSIST WITH HEALTH SCREENING	9
OTHER	3

FIGURE 17

PARENTAL INVOLVEMENT IN PROJECT EVALUATION

ACTIVITY	NUMBER OF PROJECTS UTILIZING PARENTS
PRESENTATION AND DISCUSSION OF STUDENTS' ACCOMPLISHMENTS	28
PARENT OPINION SURVEY	12
OTHER	2

Migrant Education projects during the past year. As may be seen, approximately 94% of the projects utilized parents in evaluating student needs through discussions and interactions with the Parent Advisory Committee. Further, almost 60% of the projects utilized a parent opinion survey to gather information as to what the proper project objectives should be. Once the projects were in operation, parents were called upon to participate in activities both inside and outside the classroom by a majority of the projects. In all, some 20 projects utilized parents in outside activities, while 15 projects used parents for direct participation in classroom activities. The final type of parental involvement is that of participation in project evaluation. In this, 88% of the projects made presentations of student accomplishments to parents reviewing the progress made by specific students and the overall migrant student group during the past year. Finally, 12 projects actively sought parental involvement in evaluating project accomplishments through the use of a parent opinion survey.

In addition to the direct involvement of parents in project operations during the past year, state staff and parents have been actively working toward developing a new model for state parental involvement. Out of this interaction has come a dual level system. At the local education agency level, Migrant Parent Advisory Councils (MPAC) will be required of each project. These MPAC's will be required to have a majority of members as migrant parents and will have a minimum of one student and one

program staff person as participants. MPAC's will be required to provide for bilingual presentations and will be required to hold at least four meetings during the regular school year. The MPAC's will be coordinated with the State Migrant Parent Advisory Council (SMPAC). Each migrant project school district will select one MPAC member and the parent coordinator to serve on the State Migrant Parent Advisory Council each year. As with the MPAC's, the SMPAC will hold at least four meetings during the regular school year with these meetings designed to provide input to the State Plan, present training to parents in areas such as instructional methods and equipment, health services, Legal Aid Society, MSRTS, etc., and will provide interagency information. Through the use of this comprehensive migrant parent involvement program, migrant students will be even more assured that the education will be directly relevant to their specific needs and will be designed to provide them with a full range of options available to other students.

CHAPTER V

DISSEMINATION

Regardless of how innovative migrant projects are or how effective they are in meeting student needs, unless information about techniques and approaches is made available to other projects, the overall impact will be localized. Through the development of an overall dissemination plan, information such as this can be made available to other interested individuals and groups. In addition to the students themselves, the major audiences with which the migrant projects must interact are:

- Parents
- General community
- School personnel
- Arizona Department of Education
- Other agencies

In addressing the above identified audiences, a number of varied methods were utilized in the past year. Details of the methodologies used and the extent of dissemination may be seen in Figures 18 through 22. When the information presented in these figures is compared with the level of dissemination in the previous year, it will be noted that there has been a general increase in the amount and types of dissemination during the 1977-1978 school year. This increasing effort on the part of local projects bodes well for the future of the program in that outside persons and groups will become more aware of and

FIGURE 18

MAJOR DISSEMINATION METHODS UTILIZED
TO REACH PARENTS

DISSEMINATION METHOD	NUMBER OF PROJECTS
PARENT ADVISORY COUNCIL MEETINGS	31
LETTERS, BULLETINS, ETC., SENT HOME	26
PARENT-TEACHER CONFERENCES	25
HOME VISITS BY SCHOOL PERSONNEL	25
SCHOOL VISITS BY PARENTS	24

FIGURE 19

MAJOR DISSEMINATION METHODS UTILIZED
TO REACH THE GENERAL COMMUNITY

DISSEMINATION METHOD	NUMBER OF PROJECTS
NEWSPAPER RELEASES	21
LETTERS, BULLETINS, ETC., SENT HOME	18
PARENT ADVISORY COUNCIL MEETINGS	14
SPECIAL MEETINGS FOR PARENTS	9
HOME VISITS BY SCHOOL PERSONNEL	9

FIGURE 20

MAJOR DISSEMINATION METHODS UTILIZED
TO REACH SCHOOL PERSONNEL

DISSEMINATION METHOD	NUMBER OF PROJECTS
SCHOOL STAFF MEETINGS	32
PARENT ADVISORY COUNCIL MEETINGS	25
INTRA- AND INTER-SCHOOL COMMUNICATIONS	24
PARENT-TEACHER CONFERENCES	23
ANNUAL EVALUATION REPORT	21

FIGURE 21

MAJOR DISSEMINATION METHODS UTILIZED
TO REACH THE ARIZONA DEPARTMENT OF EDUCATION

DISSEMINATION METHOD	NUMBER OF PROJECTS
ANNUAL EVALUATION REPORTS	24
LETTERS, BULLETINS, ETC., SENT HOME	9
NEWSPAPER RELEASES	9
INTRA- AND INTER-SCHOOL COMMUNICATION	6
SCHOOL STAFF MEETINGS	6
PUBLICATIONS (MAGAZINES, ETC.)	6

FIGURE 22

MAJOR DISSEMINATION METHODS UTILIZED
TO REACH OTHER AGENCIES

DISSEMINATION METHOD	NUMBER OF PROJECTS
LETTERS, BULLETINS, ETC., SENT HOME	7
INTRA- AND INTER-SCHOOL COMMUNICATION	5
NEWSPAPER RELEASES	5

sensitive to the problems faced by migrant students, migrant families, and migrant projects.

Figure 18 presents information on the major dissemination methods utilized by local migrant projects in reaching parents during the past year. As may be seen, the most predominant method utilized was Parent Advisory Council meetings. Migrant projects made presentations at both Migrant Parent Advisory Councils and at other school advisory councils throughout the year. This approach of addressing parents at other meetings will serve to foster not only increased awareness of the program but an increasing amount of interprogram cooperation.

All migrant projects acted to reach out to the general community during the past year. The major dissemination methods utilized are presented in Figure 19. Over 65% of Arizona's migrant projects utilized newspaper releases as a method of presenting information to the general community. The number of projects utilizing this approach increased during the past year.

Another method which was increasingly relied upon by migrant projects was that of letter and bulletins sent home with students to families. These information sheets were distributed not only to migrant students and migrant families but to all students within the district in a number of cases. In this manner, all parents became aware of goals and approaches that the migrant projects were attempting to implement.

One area in which there was a significant increase in the amount of dissemination during the past year is that of migrant project attempts to reach school personnel. The major methods utilized are presented in Figure 20. As may be seen, migrant projects took an active role in school staff meetings, with 100% of the projects making presentations and providing an active discussion with other staff persons. There was also an increased usage of inter- and intra-school communications during the 1977-1978 school year. This latter approach remedies a deficiency noted in the annual evaluation two years ago. In fact, one of the areas of greatest improvement (in addition to the increased involvement of parents) is that of the strengthened program of dissemination to school personnel.

In reaching the Arizona Department of Education and other agencies, the major dissemination methods utilized were the Annual Evaluation Reports, newspaper releases, letters and bulletins sent home, and intra- and inter-school communications. In the latter cases, copies of materials which are sent to parents or newspapers are forwarded to the Arizona Department of

Education and to other agencies in order that they, too, may be made aware of both the day-to-day project happenings and the exemplary project features which occur.

In addition to dissemination of project information at the local level, there is a coordinated program of regional and state-wide dissemination. Figure 23 presents data on one

FIGURE 23

FILM DISSEMINATION

FILM LIBRARY	SCHOOLS SERVED	FILMS ISSUED
DYSART	26	9,596
FLORENCE	10	2,587
SOMERTON	20	3,079
TOTAL	56	15,262

method of information dissemination. The State Migrant Program has established three film libraries. These libraries serve Migrant Program schools within their region and coordinate the distribution of a large inventory of films. As may be seen, there was a total of over 15,000 film usages recorded during the past year.

At the State level, there are two basic dissemination methods utilized. First, Migrant Program personnel frequently appear

before interested groups to present an overview of program operation. Among the groups before which appearances were made during the past year were the Legal Aid Society, Migrant Opportunity Program, Arizona State University Faculty, AEA/ACTA, several women's clubs, and numerous Parent Advisory Committee meetings. The second method utilized at the State level is that of the dissemination of printed information. These brochures, booklets, and reports are distributed to persons across the State and to Migrant Programs throughout the nation. Included among the materials which were distributed during the past year are the Annual State Plan, the 1976-1977 Annual Evaluation, the Migrant Administrator's Handbook, the three-volume Migrant Student Needs Assessment Report, the Arizona Migrant Story, and two separate Learning Activities and Resource Units books, one each for grades K-3 and 4-6.

One final method of information dissemination utilized by the State is that of the distribution of the Migrant Educator, the national news publication for educators of migrant children. All migrant projects within the State receive copies of the Migrant Educator through the Staff office. The distribution of this publication allows individuals at the local project level to be aware of developments at the national level and to be acquainted with persons and projects in other states.

CHAPTER VI

EXEMPLARY PROJECT FEATURES

One of the major emphases of the Arizona Migrant Child Education Program is that of the provision of programs tailored to the individual need of each student. In attempting to accomplish this objective, many new approaches are tried and accepted or rejected based on their ability to assist students and their families. The result is the development of a number of exemplary features each year by local projects.

In presenting the exemplary project features for the 1977-1978 school year, focus has been placed at two levels. First, there are some exemplary features which were developed and implemented at a single classroom level and, second, there are some features which were project-wide. The nature of these exemplary features are shown in Figure 24. This figure summarizes the results of project evaluations concerning their own

FIGURE 24

EXEMPLARY PROJECT FEATURES
(NUMBER OF PROJECTS WITH IDENTIFIED EXEMPLARY FEATURE)

EXEMPLARY FEATURE	REGULAR SCHOOL YEAR	SUMMER SESSION
METHOD OF ACHIEVING OBJECTIVES	13	10
TRANSPORTABLE MODEL	9	5
COST EFFECTIVENESS	8	1
COMMUNITY INVOLVEMENT	8	4
TECHNICAL INNOVATIONS	2	—

self-identified exemplary features. As may be seen, the predominant aspect identified by projects as being exemplary was the method or methods which they utilized in achieving overall project objectives. Following this in importance was the development of a model which was readily transportable to other migrant projects and the means by which community involvement was assured. Specific discussions of some of the exemplary features summarized in Figure 24 are presented in the following paragraphs.

Antelope Union High School

The migrant summer program at Antelope Union High School was established as a Learn and Earn project. A total of 11 migrant students participated in this program. Each student received 20 hours of academic instruction in oral language, mathematics, and reading. The mathematics instruction included worksheets that explained how employees determined their own earnings, how to calculate the hours worked in a week, and how to determine the amount of deductions that will be taken from a paycheck. The reading instruction included the use of books depicting real-life situations and how they relate to one's education. The oral language instruction was integrated in the total instructional period that the migrant students received.

The second aspect of this summer program was that migrant students participated in 80 hours of work experience as teacher aides and were assigned to the summer school programs at Wellton

Elementary School and Dateland Elementary School. Based on submitted teacher evaluations, the summer program was deemed to be successful. One migrant student was assigned to receive his work experience at Antelope Union High School in building maintenance. As a result of this program, students reported that they have received a very valuable experience that will greatly enhance their teacher prospects for employment.

Dysart Elementary School

The exemplary feature of the Dysart Elementary School migrant project was the establishment of a system which permitted the donation of goods and money to the project. Food, clothing, toys, and other gifts were donated by the Boy Scouts, Brownie Scouts, CYO, and Father Collins of the Luke Air Force Base St. Jerome's Parish for both Thanksgiving and the Christmas Season. Through the continuing effort of Father Collins and his youth group, it was possible to continue giving clothing throughout the year. In addition, there was a continuation of a fund for clothing of migrant children by Church Women United, the establishment at the high school level of a fund for textbook money by HFRA, and the donation of money to the Migrant Program from the students at Lookout Mountain School. These donations have enabled some migrant students in the Dysart project to continue in their education and to improve their life options.

Eloy Elementary School

The program as a whole, rather than any one isolable part, is the exemplary feature of the Eloy Elementary School Migrant Child Education Program. A number of single features comprise this whole, however, and an overview of these follows.

A very flexible resource concept was utilized making it possible for each migrant child to receive all of the special help he or she needed and making time available to give each child the exact amount of time required. Each child who needed assistance was pulled out of the regular classroom for the amount of time the classroom teacher and the resource teacher felt was necessary. When (and if) the problem was solved, the child resumed full-time work in the regular classroom.

Another exemplary feature of the total program was the instructional approach utilized. Teams comprised of a certificated teacher and an instructional aide delivered instruction in each school site utilizing a diagnostic/prescriptive approach to instruction. Students were carefully evaluated utilizing a variety of diagnostic and criterion-referenced tests and then instruction was keyed to their need utilizing a wide variety of instructional materials available in each center.

Parental involvement was a key point of the program. Parents received regular bilingual newsletters, special parent workshops, and had full participation in the district's Parent Advisory Councils. This total lead to a relatively high level of parental

involvement which proved itself beneficial to student progress.

In addition to these basic component areas, a wide variety of technological and instructional innovations were implemented. The total approach was rated as highly effective by parents and teachers.

Gadsden Elementary School

One of the exemplary features of the Gadsden migrant education project was the relationship established between teachers and aides and the affect these relationships had on students. After opinion surveys and teacher aide evaluations, it was found that both teachers and aides had a good working relationship. Almost every teacher requested to work with the same instructional aide next year and the aides made similar requests. The instructional assistance by the aides was exceptional. Teachers felt confident in making assignments that they knew the aides would carry out. They also welcomed suggestions from the aides and some were implemented with tremendous success. Teachers and aides have suggested to continue the in-service program directed toward better instructional services for migrant students.

For the third year, parents of this community, through the efforts and leadership of the Parent Advisory Council, celebrated May Day with the crowning of the May Day Queen and her Court. The fiesta atmosphere created by the parents and students working at the food stands, game booths, etc., proved beneficial to all. The money raised at the May Day festivities is being used for a

portable stage, uniforms for Little League teams, eighth grade graduation, benches and tables for the school, and sending some students to the sport's camp at Northern Arizona University.

Maricopa Special Services Consortium

The Migrant Co-op Project serving five school districts has exemplary features that could serve as a transportable model. The management and ideas could easily serve as a model project that other small schools might organize to implement.

Cost-effectiveness and time-efficiency, as far as the administrative staff are concerned, are a bonus to the program. The director, coordinator, bookkeeper, and secretarial staff were located in one central area to all the schools and served to relieve the school districts of required paper work. Though only one proposal was submitted, each school district had a variety of activities to meet the needs of the migrant students on each campus.

The in-service training of aides and teachers was a cooperative effort, pulling them together in one central location at the same time. Parental involvement was also coordinated in the same manner. The sharing of materials and equipment was another component, resulting in cost-effectiveness. This approach, if applicated in other small projects, could result in a cost savings to the program as a whole, both within and outside Arizona.

Kofa High School provided a released-time program that permitted over 40 high school students to volunteer as classroom aides for an hour or more each day. This proved to be a real learning experience for the high school students and the students were of great help to migrant students and teachers in the Somerton project.

One sixth-grade teacher positively exploited the potential of an unusual language learning occurrence. In her class, there was a girl from Germany (a non-English speaker when she arrived), some recent immigrants from Mexico (non-English speakers when they arrived), and a boy who knew sign language because two members of his family are deaf. Further, the teacher had a speaking knowledge of French. This teacher exposed her students to a series of exercises putting the same message into English, Spanish, German, sign language, and French. Students self-concept and ability to use their own languages were enhanced by this experience.

In the words of one fourth-grade teacher, "Throughout the year, I have carried on a transactional analysis self-concept improving unit. I have used songs, stories, creative writing, 'I'm Special' signs on desks, and activities that guaranteed success. We grew peanut plants as one example. Each child felt pride in that he actually grew something living. Each plant was different and unique, as special as any other. Hopefully, each child gained these same feelings."

The home-school liaison aspect of the summer program was a viable and responsive aspect of the communication process. Reports indicated that parents welcomed school news and communication and, most of all, were appreciative that school personnel cared enough about the children to make specific visits for purposes of communication. The only complaint received was that parents wished there were more home-school liaison personnel available to make such communications possible.

Dora Elena McGrew - Educator of the Month

One final exemplary feature of the Arizona Migrant Program is not a project or project component but an individual. In recognition of an illustrious career in language instruction, Dora Elena McGrew was selected as Educator of the Month by the Migrant Educator, the monthly news publication for educators of migrant children.

Ms. McGrew was born in Xalapa, Veracruz, Mexico, and was raised in Mexico City. Before coming to the United States, she worked as a bilingual secretary, reference librarian, and a translator. Upon coming to the United States, she became an instructor in the Foreign Language Department at the American Graduate School of International Management.

Ms. McGrew first became involved with the problems of underprivileged children after designing a summer program under the auspices of Catholic Charities and later as a director of the same type program sponsored by the Phoenix Jewish Community Center.

While Ms. McGrew's career had been in language instruction (English, Spanish, and French), she made a major change in 1971 when she accepted the position of Student Advisor in the Migrant Program with Dysart Schools. In 1974, she became Coordinator of the Dysart District Migrant Program (K-12) in Peoria, Arizona. Since becoming involved with the Migrant Program, she has served as a member of the Arizona Bilingual Council, has been an active participant on the Arizona Department of Education Consultant Cadre, and is a newly-appointed member of the Arizona Classroom Teachers Migrant Education Committee. It was Ms. McGrew's effectiveness, both with students in a direct sense and her impact on the program as a whole, which lead to her nomination as Educator of the Month.

CHAPTER VII

PROGRAM IMPACTS - QUANTITATIVE AND QUALITATIVE

If an educational or other social service program is to be properly evaluated, it is essential to perform both a quantitative and a qualitative impact study. The quantitative study will yield information on the number of persons served, the amounts and types of services provided, and a numerical compilation of client outcomes. A qualitative study, on the other hand, will yield information as to the change which the project has effected in the individuals served. With the Migrant Education Program, this latter study presents numerous difficulties. Designed as a Supplementary Education Program, the major portion of the child's educational experience during the regular school year is in the regular classroom. These ongoing classroom experiences are supplemented by the Migrant Program in an attempt to remediate specific deficiencies identified in the migrant student. Further, because of the mobility of migrant students, the Program may serve these students either for only a short period of time or in a discontinuous way because of student movement. Thus, crediting the Migrant Program with all student successes or blaming it with all student failures is typically inappropriate, and the Program must be looked at in conjunction with the ongoing program of the school district.

Quantitative Impacts

The preceding chapters of this Evaluation Report have presented a detailed description of the quantitative impact of the Arizona Migrant Child Education Program for the 1977-1978 school year. A brief summary of some of the more important statistics follows:

- Over 8,100 students participated in the Arizona Migrant Child Education Program during the regular school year (second highest in history) and almost 1,900 participated during the summer program (the greatest number since the inception of the Program).
- Virtually every student participating in the Program received both academic services and health screenings. Each student identified with a health deficiency was referred for follow-up medical services.
- During the regular school year, over two-thirds of the students participating in the Program received free or reduced-price lunches. During the summer program, that percentage increased to over 95%.
- Over 700 full-time equivalent staff persons were involved in migrant project activities during the regular school year and the summer program.
- A comprehensive staff training program was implemented by both local projects and the state program. At the

local level, 330 workshops were conducted during the 1977-1978 school year, while at the state, regional, and national level, an additional 124 workshops were conducted for Arizona migrant project staff persons.

- Over 90% of the projects indicated that a coordinated program involving education, nutritional services, and health services was implemented.
- The vast majority of projects had an active parental involvement program in operation with over 78% of the projects utilizing an identifiable migrant Parent Advisory Council to provide input to the decisionmaking process.
- A significant increase in the amount of dissemination of project and program information occurred during the 1977-1978 school year.

One final measure of the quantitative impact of the Migrant Child Education Program in Arizona during the 1977-1978 school year is the number of migrant student graduates from elementary and secondary school. As may be seen in Figure 25, 610 migrant

FIGURE 25

MIGRANT STUDENT GRADUATES
REGULAR SCHOOL YEAR - 1977-1978

LEVEL	NUMBER
ELEMENTARY	531
SECONDARY	79
TOTAL	610

students were able to graduate during the past year.

Qualitative Impacts

As a part of its preparation for each school year, migrant project staff at each school establish a list of objectives to be accomplished during the year. These objectives are based on both the statewide needs assessment conducted one year ago and the individual assessments of migrant students. These objectives then feed into the development of the overall program for the year and projects measure their success against their own self-identified objectives. Among the objectives identified during the past year are that all migrant students who are qualified will receive free school lunches; that each migrant student will receive a health screening; and that, at the project level, 75% of the students will achieve a one-month gain in reading ability for each month in the migrant project. By and large, migrant projects have met all of their objectives in areas such as health and nutrition. The academic area, however, presents a number of problems. As described previously, the Migrant Program is a supplementary program and, thus, does not have full control over the student learning environment. Because of this, it is often difficult for projects to achieve all of their objectives in the academic sphere. Figure 26 documents some of the problems identified by project staff persons as to the reasons why they were unable to accomplish their own objectives.

FIGURE 26

CONDITIONS AFFECTING ACHIEVEMENT OF OBJECTIVES
(NUMBER OF PROJECTS)

CONDITION	REGULAR SCHOOL YEAR	SUMMER SESSION
EXCESSIVE ABSENTEEISM	22	11
FREQUENCY OF MIGRATION	16	6
PARENTS' ATTITUDE	10	2
ECONOMIC PRESSURE	9	8
PEER IDENTITY	9	—
HEALTH PROBLEMS	6	2
LATE FUNDING	1	—
OTHER	2	1

In helping projects to meet their objectives, consultants on the State Department of Education staff provided a comprehensive monitoring program for each project. Every project school was monitored at least twice during the regular school year and each project was monitored at least once during the summer. These monitoring visits were performed in an indepth manner and were not merely cursory reviews of project happenings. Additionally, 12 programs were audited by the Arizona State Auditor. Typically, these were the largest programs in the State. The result of this overall monitoring program was that State staff persons were able to assist local projects in overcoming some of the difficulties encountered.

A summary of the test score results obtained by migrant projects on the migrant students served in language arts, reading, and mathematics is presented in Figures 27 through 32. In

FIGURE 27

MIGRANT STUDENT ACHIEVEMENT IN LANGUAGE ARTS
(ELEMENTARY STUDENTS - REGULAR SCHOOL YEAR - 1977-1978)

SCHOOL	NUMBER OF STUDENTS PRE- AND POST-TESTED	NUMBER OF STUDENTS ACHIEVING PROJECT OBJECTIVE	PERCENT OF STUDENTS ACHIEVING PROJECT OBJECTIVE
6	135	88	65
10	69	53	77
11	198	137	69
16	44	31	70
18	221	43	19
19	28	22	79
31	50	37	74

reviewing these figures, it is essential to be aware that the State has not mandated a specific testing program in each of the academic areas. School districts are permitted to use whichever standardized tests they feel best meets the needs of the students. Thus, inter-school comparisons of test results should

FIGURE 28

MIGRANT STUDENT ACHIEVEMENT IN READING
(ELEMENTARY STUDENTS - REGULAR SCHOOL YEAR - 1977-1978)

SCHOOL	NUMBER OF STUDENTS PRE- AND POST-TESTED	NUMBER OF STUDENTS ACHIEVING PROJECT OBJECTIVE	PERCENT OF STUDENTS ACHIEVING PROJECT OBJECTIVE
2	96	64	67
3	160	132	83
4	128	84	66
5	103	62	60
6	135	91	67
7	199	97	48
8	72	26	36
10	73	51	70
11	108	66	57
12	83	42	51
13	31	25	81
14	265	132	50
15	17	14	82
16	32	18	60
17	78	47	60
18	175	32	18
19	12	8	67
20	63	45	71
21	68	50	75
27	72	64	86
28	143	89	62
30	110	73	67
31	30	20	67
32	29	22	76

FIGURE 29

MIGRANT STUDENT ACHIEVEMENT IN MATHEMATICS
(ELEMENTARY STUDENTS - REGULAR SCHOOL YEAR - 1977-1978)

SCHOOL	NUMBER OF STUDENTS PRE- AND POST-TESTED	NUMBER OF STUDENTS ACHIEVING PROJECT OBJECTIVES	PERCENT OF STUDENTS ACHIEVING PROJECT OBJECTIVES
3	91	59	65
4	135	93	63
7	197	103	52
12	83	49	59
14	262	139	53
16	42	29	69
17	38	19	50
18	173	42	24
21	46	36	79
27	87	73	82
30	110	81	74
31	14	12	86

FIGURE 30

MIGRANT STUDENT ACHIEVEMENT IN LANGUAGE ARTS
(HIGH SCHOOL STUDENTS - REGULAR SCHOOL YEAR - 1977-1978)

SCHOOL	NUMBER OF STUDENTS PRE- AND POST-TESTED	NUMBER OF STUDENTS ACHIEVING PROJECT OBJECTIVE	PERCENT OF STUDENTS ACHIEVING PROJECT OBJECTIVE
21	31	9	29
31	16	13	81
33	23	17	74

FIGURE 31

MIGRANT STUDENT ACHIEVEMENT IN READING
(HIGH SCHOOL STUDENTS - REGULAR SCHOOL YEAR - 1977-1978)

SCHOOL	NUMBER OF STUDENTS PRE- AND POST-TESTED	NUMBER OF STUDENTS ACHIEVING PROJECT OBJECTIVE	PERCENT OF STUDENTS ACHIEVING PROJECT OBJECTIVE
1	82	64	78
5	16	16	100
6	89	67	75
8	35	—	—
20	11	7	64
21	31	9	29
25	30	29	97
29	116	45	39
31	16	12	75

FIGURE 32

MIGRANT STUDENT ACHIEVEMENT IN MATHEMATICS
(HIGH SCHOOL STUDENTS - REGULAR SCHOOL YEAR - 1977-1978)

SCHOOL	NUMBER OF STUDENTS PRE- AND POST-TESTED	NUMBER OF STUDENTS ACHIEVING PROJECT OBJECTIVE	PERCENT OF STUDENTS ACHIEVING PROJECT OBJECTIVE
1	17	14	82
21	31	11	35
31	7	6	86

be approached with great caution. Figures 27 through 32 do, however, show how effectively the migrant projects, in conjunction with the ongoing education program provided by school districts, were able to meet their own objectives. Using Figure 27 as an example, it may be seen that, for School No. 6, 135 students were both pre- and post-tested by that school during the regular testing cycle. Of those 135 students, 88 were able to achieve the objectives as established by the project, resulting in a 65% "success rate." In evaluating this "success rate," it is essential to remember that many projects set objectives that were idealized goals — goals that would stretch both students and staff persons to greater efforts. Given this, the apparent low "success rate" for some projects is understandable.

Figure 33 presents the results of the evaluation of migrant student oral language proficiency. In this, students were both pre- and post-tested to determine the proficiency grouping in which they fell. As may be observed, there was a significant increase in the oral language proficiency of migrant students in each project during the 1977-1978 school year.

FIGURE 33

MIGRANT STUDENT ORAL LANGUAGE PROFICIENCY
REGULAR SCHOOL YEAR - 1977-1978

SCHOOL	NUMBER OF STUDENTS PRE- AND POST-TESTED	PRE-TEST SCORES (NUMBER OF STUDENTS)					POST-TEST SCORES (NUMBER OF STUDENTS)				
		I	II	III	IV	V	I	II	III	IV	V
6	154	17	33	43	38	23	2	1	43	41	67
8	21	8	6	4	—	3	1	1	11	3	5
9	297	137	98	36	10	16	90	86	65	39	17
10	13	7	6	—	—	—	1	7	3	2	—
11	99	26	51	22	—	—	3	14	69	11	2
17	41	9	16	12	4	—	—	17	14	9	1
20	50	9	11	9	9	12	4	3	6	11	26
26	565	204	119	157	67	18	131	104	101	104	125
27	24	11	8	—	4	1	—	10	7	5	2
28	22	4	8	10	—	—	—	1	18	3	—
30	39	7	11	11	8	2	2	2	12	14	9
31	50	6	3	18	15	8	2	2	11	19	16
32	69	33	16	10	9	1	6	10	16	28	9

CHAPTER VIII

PROGRAM COMPARISONS

As was documented previously, during the 1977-1978 school year, the Arizona Migrant Child Education Program served the second greatest number of students in its over ten-year history. As may be seen in Figure 34, over 8,100 students were served

FIGURE 34

PROGRAM ENROLLMENT - REGULAR SCHOOL YEAR

STUDENT CLASSIFICATION	PUPILS SERVED			
	1977-1978	1976-1977	1975-1976	1974-1975
GRADE LEVEL				
KINDERGARTEN	692	753	589	873
ELEMENTARY	6,499	6,883	6,427	5,859
SECONDARY	946	922	966	697
TOTAL	8,137	8,558	7,982	7,429
MIGRANT STATUS				
INTERSTATE	3,514	3,698	2,869	1,796
INTRASTATE	1,780	1,852	2,127	3,883
FORMER (5 YEAR)	2,843	3,008	2,986	1,750
TOTAL	8,137	8,558	7,982	7,429

during this year, a decrease of slightly less than five percent from the previous year. While both kindergarten and elementary level enrollments decreased, there was a small but significant

increase in the number of secondary students enrolled. In terms of the status of migrant students, it is interesting to note that there has been an increase in the percentage of total students served who are classified as mobile migrants.

For the summer session in 1978, approximately 1,900 students were served. This number was an 8% increase over the previous summer session. While the number of students served at all grade levels increased, the most significant increase was that of the secondary level where the increase was almost fourfold. Again, when compared against the previous year, there was also an increase in the number and percentage of total students served who were mobile. These summary data are presented in Figure 35.

FIGURE 35

PROGRAM ENROLLMENT - SUMMER SESSION

STUDENT CLASSIFICATION	PUPILS SERVED		
	1978	1977	1976
GRADE LEVEL			
KINDERGARTEN	222	204	125
ELEMENTARY	1,563	1,506	1,133
SECONDARY	82	21	—
TOTAL	1,867	1,731	1,258
MIGRANT STATUS			
INTERSTATE	683	589	486
INTRASTATE	407	380	256
FORMER (5 YEAR)	777	762	516
TOTAL	1,867	1,731	1,258

During the past year, migrant projects have acted to focus on specific needs of individual students rather than attempting to compensate for an overall deficiency. As a result, the number of students receiving individual academic services (reading and computational) decreased somewhat from the previous year. The one trend that appears over the three years reported is that there is a decreasing emphasis on computational skills in the Migrant Program. Data concerning the provision of academic services is presented in Figure 36.

FIGURE 36

ACADEMIC SERVICES PROVIDED - REGULAR SCHOOL YEAR

ACADEMIC SERVICES	PUPILS SERVED		
	1977-1978	1976-1977	1975-1976
READING SKILLS	4,856	5,535	3,755
COMPUTATIONAL SKILLS	1,893	2,864	3,227

One area in which there was significant improvement over the previous year is that of health services. As may be seen in Figure 37, there was a 9% increase in the number of screening

FIGURE 37

HEALTH SERVICES - REGULAR SCHOOL YEAR

SERVICES PROVIDED	PUPILS SERVED			
	1977-1978	1976-1977	1975-1976	1974-1975
EXAMINATION AND SCREENING				
PHYSICAL	2,263	2,296	2,116	2,471
DENTAL	3,320	2,938	2,523	2,830
VISUAL	5,440	4,887	4,366	2,593
TOTAL	11,023	10,121	9,005	7,894
FOLLOW-UP SERVICES				
PHYSICAL	302	191	521	82
DENTAL	1,469	839	978	321
VISUAL	360	324	449	95
TOTAL	2,131	1,354	1,948	498

examinations provided in physical, dental, and visual areas during the 1977-1978 school year. While this is significant, it is perhaps more significant that the number of follow-up services provided to migrant students increased by over 57% during the same period. This increase bodes well for the Migrant Program as a whole in that health deficiencies which presently interfere with the student's ability to achieve academically are being remediated and, thus, the options open to students will be significantly increased as a result of their participation in the Migrant Child Education Program.

The final area of inter-year program comparisons is that of migrant student graduates. Figure 38 presents a summary of the number of elementary and secondary school graduates for the

FIGURE 38

MIGRANT STUDENT GRADUATES

LEVEL	NUMBER		
	1977-1978	1976-1977	1975-1976
ELEMENTARY	531	525	328
SECONDARY	79	108	95
TOTAL	610	633	423

past three years. As was the case with program enrollment, the number of graduates during the past year was the second highest in the program history. Over 600 students were able to graduate from elementary and secondary schools enabling them to move forward with their life goals.

CHAPTER IX

ARIZONA MIGRANT CHILD EDUCATION LABORATORY (AMCEL) FINAL REPORT

The Arizona Migrant Child Educational Laboratory was established by the Migrant Child Educational Division to provide supportive educational services to approximately 40 schools which qualify for migrant funds. The Director of this project is Dr. Nicholas J. Silvaroli, Professor of Reading Education at Arizona State University.

AMCEL provides two types of educational services: (a) Instructional Materials development and editing and (b) inservice programs for teachers and teacher aides. Instructional Materials and editing was done by Dr. Warren H. Wheelock, University of Missouri at Kansas City. While serving as an outside consultant, Dr. Wheelock developed materials for reading and evaluation. Inservice programs for teachers and teacher aides were arranged by migrant school administrators in the state. They contacted either Dr. Silvaroli, Sister Noreena Carr, or Mrs. Carol Spencer for workshops in reading and oral language programs.

As was recommended in the Evaluation Analysis Report for the Arizona Migrant Education Program, 1976-1977, there was an increase in usage of AMCEL services during the past year. The number of hours of consultation increased from 2 to 22 1/2, the number of hours of instruction increased from 73 to 159, and the number of participants served increased from 177 to 390.

These increases bode well for the migrant students and the program as a whole as teachers, aides, and administrators are better able to meet individual student needs as they arise.

Workshops were the most popular format for presentations, but individual meetings and phone conferences were an important part of the AMCEL services. Following is a list of the specific content presented to migrant schools through AMCEL:

1. Introduction to Reading. The complexity of the English language and its effect on the student learning to read was demonstrated. Use of a symbol to be recalled and written from visual memory as well as the Primer for Parents book which used another symbol system for reading gave the tutors an experience similar to that undergone by beginning readers. This was followed by a discussion of "readiness" and a review of readiness exercises and their use in determining whether a child is ready to read.

2. Classroom Reading Inventory. Tutors learned how to administer the CRI through simulation tapes and then diagnosed one of the students with whom they worked.

3. Lesson Planning. Tutors learned to write lessons based on the results of the CRI.

4. Motivation. The importance of self-concept and positive reinforcement were discussed.

5. Approaches to Reading Instruction. The skills approach, including phonics, as outlined in most basal readers was carefully explained through the use of the overhead projector. Also described was the language experience approach and its usefulness in teaching migrant children.

6. Readability. The Fry Readability Graph was taught.

7. Terminology of Phonics. Aides were given excerpts from the Programmed Word Attack Skills for Teachers by Wilson and Hall after discussions of various phonic generalizations.

8. Games and Activities. Teacher-or-aide-constructed games were demonstrated in relation to their effectiveness in reinforcing the skill to be taught. Games covered readiness, beginning skills, and comprehension skills. Functional folders were demonstrated and their use in tutoring stressed. The importance of format, including modality, color, etc., were discussed to encourage flexibility in designing games. Instructions relating to the construction of the games were given. Resources available for planning activities and games relating to the various reading skills were provided.

9. Handbook for Tutors. The Tutor's Handbook from Right to Read was reproduced and distributed to most instructional aides. These books served as directional guides for several workshops and as modeling devices for the instructional aides. Tutors were given an overview of each chapter and discussion was encouraged.

10. Oral Language Assessment. Procedures for administering the Oral Language Evaluation (OLE) were included in several workshops. The overhead projector and tape recorder proved useful for this purpose. The relationship between oral language and reading was discussed as a rationale for oral language assessment.

11. Oral Language Development. The emphasis was on activities which engage children in real life communication, rather than on the traditional ESL pattern practice lessons. Saville-Troike's Foundations for Teaching English as a Second Language served as an important resource.

The year began with three two-day Manipulative Materials for Reading workshops held at Peoria, Casa Grande, and Yuma. AMCEL consultants were joined by a resource person from Southwest Area Learning Resource Center. Presentations included various reading games and the guiding principles and objectives for utilizing them. Materials for constructing games were provided. Participants spent the two days creating games to be used in their teaching situations during the year.

The topics most frequently requested this year were oral language assessment and oral language development. Assessment procedures were reviewed in depth and teachers were provided with an opportunity to develop their own abilities in assessing students. The development of specialized oral language programs based on the individual needs identified through the assessment was emphasized and guidance was provided to teachers. Due to the latest Federal guidelines, continued interest in these areas is expected next year.

School districts continued to request workshops to give instructional aides a better understanding of their role in reading instruction. Some districts requested a series of workshops over six or more weeks, while others continued to request single morning or afternoon workshops. AMCEL certificates were awarded to aides receiving at least twelve hours of instruction.

Aides and teachers continue to be very appreciative of the help received from AMCEL as evidenced by their participation during the workshops and by their evaluations returned by mail. AMCEL should therefore continue to respond to the expressed needs of the teachers and aides as the basis of their services.

Figure 39 is a representation of the services provided, the areas served, and a description of the participants. More communities were reached than ever before.

FIGURE 39

SERVICES PROVIDED AND DISTRICTS SERVED BY AMCEL

SERVICES PROVIDED	DISTRICTS SERVED											
	AVONDALE	CASA GRANDE	COOLIDGE	DATELAND	DYSART	ELEVEN CORNERS	GADSDEN	SOMERTON	TOLLESON	WELLTON	WILCOX	YUMA
I. ROLE OF INSTRUCTIONAL AIDE		X	X				X	X			X	
II. ORAL LANGUAGE												
A. ACQUISITION	X	X		X			X	X	X			
B. DEVELOPMENT	X	X		X			X	X	X			
C. ASSESSMENT		X		X			X	X	X			
III. READING												
A. NATURE OF READING ACT		X	X				X	X				
B. TEACHING OF READING		X	X				X	X				
C. DECODING		X	X				X	X				
D. COMPREHENSION		X	X									
IV. DIAGNOSIS (READING)												
A. FORMAL		X							X			
B. INFORMAL		X							X			
V. PRESCRIPTIVE READING												
A. INDIVIDUALIZING		X	X								X	
B. PLANNING		X	X								X	
C. MOTIVATIONAL TECHNIQUES		X	X								X	
VI. GROUPING PROCEDURES	X	X		X			X	X				
VII. MANIPULATIVE DEVICES FOR TEACHING READING		X	X		X						X	X
VIII. PROGRAM DEVELOPMENT						X				X		
IX. CONTENT READING												
A. INDIVIDUAL CONTRACTS											X	
B. READABILITY											X	
X. HOURS OF CONSULTATION	½	6	9	1		2	1	1	1½			½
XI. HOURS OF INSTRUCTION	2	45	9	3	30		7	7	1	2	22	31
XII. PARTICIPANTS												
A. AIDES	20	73	54		57		12	15	60		6	49
B. TEACHERS/ADMINISTRATION	2		5	15		1	4	10	1	2	4	

CHAPTER X

MIGRANT CHILD TEACHER AND TEACHER AIDE INSTITUTES REPORT

The Migrant Child Teacher Institute has been a part of the Arizona Migrant Education Program since 1970. Since its inception, over 225 teachers have been introduced to new curriculum concepts in the areas of:

- Oral language
- Reading
- Individualized instruction
- Mathematics
- Career education

This institute, the ninth annual session in the series, provided 23 teachers with the opportunity to evaluate their own needs and develop their own skills in specialized areas relevant to the migrant education program. Conducted in cooperation with the Arizona State University (ASU), teachers were able to receive three hours of graduate credit for their participation in the project. Teachers spent two weeks in classes at ASU and a third week on site in the Somerton schools.

Operating concurrently with the Teacher Institute is a similar learning opportunity for aides. This program, the Migrant Child Teacher Aide Institute was begun in 1973. Approximately 175 Teacher Aides have been introduced to curriculum concepts in the areas of:

- Reading (basic skills)
- Oral language

Each Aide spent the first week of the Institute reading the following materials:

- Oral Language Evaluation (OLE)
- Classroom Reading Inventory (CRI)
- Teacher Resource Handbook

A study guide was sent with these materials and each Aide was asked to prepare for the second week of the Institute at Somerton.

While at Somerton, each Aide was asked to team-up with a teacher (members of the three-week Teacher Institute) tc learn how to administer tests and acquire information about basic reading skills. As a result of the program, 32 teacher aides were able to earn two hours of undergraduate credit at ASU.

Each teacher and aide was jointly selected by the building principal, school superintendent, and the State Director of Migrant Education. The principal or superintendent recommended the institute participant because it was believed that the participant would return to the classroom and implement many of the instructional concepts recommended in the summer institute. The types of instructional activities to be implemented by participants are: individual testing in reading and oral language, selection of high utility reading skills, utilization of math and career education concepts. In summary, the major goal was to encourage each participant to attempt changes in his/her instructional situation.

Since 1971, the Migrant Child Division has sponsored a companion project called the Arizona Migrant Child Education Laboratory (AMCEL). This project provides consultants in oral language, reading, and individualized instruction to work with institute participants during the academic year. In addition, in the fall, AMCEL provides a follow-up workshop for all institute participants which affords them the opportunity to share their instructional practices. It has been observed that these coordinated programs have brought about significant changes in curricula for migrant children.

Figures 40 and 41 document teacher and teacher aide evaluations of workshop content. As may be seen, reaction to the workshops was overwhelmingly positive with only one workshop not considered to be helpful by a majority of participants.

FIGURE 40

TEACHER EVALUATION OF WORKSHOP CONTENT

WORKSHOP	EVALUATION	
	HELPFUL	NOT HELPFUL
BASIC TEACHER SKILLS - READING	22	1
BASIC TEACHER SKILLS - ORAL LANGUAGE	15	8
BASIC TEACHER SKILLS - MATH	23	0
NORM REFERENCED TESTS	17	6
CLASSROOM READING INVENTORY (CRI)	20	3
ORAL LANGUAGE EVALUATION (OLE)	22	1
UNIT TEACHING APPROACH	21	2
INTERPERSONAL INVOLVEMENT	23	0
CAREER EDUCATION	10	13

FIGURE 41

TEACHER AIDE EVALUATION OF WORKSHOP CONTENT

WORKSHOP	EVALUATION	
	HELPFUL	NOT HELPFUL
BASIC SKILLS - READING	30	2
BASIC SKILLS - ORAL LANGUAGE	29	3
CLASSROOM READING INVENTORY (CRI)	29	3
ORAL LANGUAGE EVALUATION (OLE)	30	2
MOTIVATION AND DISCIPLINE TECHNIQUES	31	1
LANGUAGE EXPERIENCE APPROACH	29	3
LEARNING CENTERS AND GAMES	29	3

In addition to an evaluation of workshop content, participating teachers were asked to rate themselves on their knowledge and abilities before and after the Institute. A summary of these ratings is presented in Figure 42.

FIGURE 42

TEACHER SELF-RATING OF KNOWLEDGE AND SKILLS BEFORE AND AFTER INSTITUTE

KNOWLEDGE OR SKILL AREA	TEACHER SELF-RATING					
	PRE-INSTITUTE			POST-INSTITUTE		
	3 (HIGH)	2	1 (LOW)	3 (HIGH)	2	1 (LOW)
KNOWLEDGE OF WORD RECOGNITION SKILLS	11	8	4	20	3	0
KNOWLEDGE OF COMPREHENSION SKILLS	14	7	2	20	3	0
ABILITY TO ADMINISTER OLE TEST	2	3	18	15	8	0
ABILITY TO ADMINISTER CLASSROOM READING INVENTORY (CRI)	8	5	10	17	6	0
UNDERSTANDING OF EMERGING CLASSROOM	10	12	1	17	6	0
ABILITY TO DEVELOP A UNIT	14	9	0	21	2	0
GENERAL UNDERSTANDING OF MIGRANT EDUCATION AT STATE LEVEL	9	6	8	14	9	0

As may be seen, teachers believed that their knowledge and abilities were enhanced as a result of participating in the institute. This in-and-of itself and separate from the actual increase in their abilities will result in increased confidence in working with migrant children in the classroom.

Finally, teachers were asked to comment on their reactions to the institute. A selection of representative comments follows:

"The idea of the institute is valuable and should definitely be continued as it is an asset to teachers in helping us to become familiar with the State program."

"Those things in which we were directly involved were quite good. There were good ideas exchanged within the group."

"The list of minimum skills will be very helpful. After this presentation, why not follow it up by having Sr. Noreena Carr come in for a full day and show some games or activities that could be used to teach the basic skills. The aides aren't the only ones who can use this type of practical application. The teachers could even spend some time at ASU actually making some of the games."

"Helpful. Didn't know how to do these skills before, so I'm glad I had the experience."

"Very intensive - after digested, the material will really be of help. Content was very extensive and very well executed for the short three weeks time."

"Although some of the content of the workshop was review for me, I feel that I gained even from the review. I had never given the OLE test and will enjoy using it next year."

"The Career Education portion had a lot of good materials but was too long. I'm excited about the OLE, this is my first exposure to it, and I can see that it can pinpoint reading problems much more quickly and efficiently than previous testing instruments."

"I've enjoyed the workshop very much. Just exchanging ideas with others who deal with children similar to those I teach has been beneficial. I would recommend this experience to any teacher of migrant children."

This report was prepared for the Arizona Migrant Education Program by D. A. LEWIS ASSOCIATES, INC., a Washington, D. C.-based research, consulting, and publishing company. The firm has performed client assignments for federal agencies, over twenty states, and private organizations, including such research as comprehensive needs assessments for migrant education in three states, analysis of the movements of migrant pupils for nine states, evaluation of the educational and economic impact of preschool day care centers, two separate benefits analyses of the Migrant Student Record Transfer System, and assessment of the functioning of migrant health programs. In addition to its research activities, the firm has developed manuals and other publications, including The Migrant Educator, the national news publication for educators of migrant children.

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